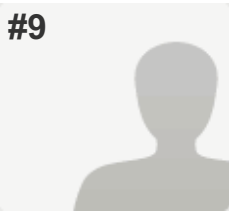


#9

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 02, 2016 2:22:28 PM**Last Modified:** Friday, June 03, 2016 11:39:52 AM**Time Spent:** 21:17:24**IP Address:** 207.191.197.61

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Q1: Name of School District:	Linn-Mar Community Schools
Q2: Name of Superintendent	Quintin Shepherd
Q3: Person Completing this Report	Debra Barry

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Q4: 1a. Local TLC Goal

We will attract and retain new teachers by providing ongoing professional development, classroom support, and a comprehensive mentoring program for first and second year teachers.

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We will measure the success retaining and supporting new teachers through stake holder surveys, and data from HR showing percentage of teachers retained after participating in mentoring program.

A total of 41 first and second year teachers have participated in the Mentor Program at Linn-Mar. All of those teachers are still teaching in our district. During the 2015-2016 school year. Currently, eleven teachers will be in the Mentor Program for the 2016-17 school year as second year teachers. We anticipate the number to increase, because we are still in the hiring process, and have yet to find out the total number of first year teachers.

Q7: 2a. Local TLC Goal

We will provide increased opportunities for collaboration between teachers.

Q8: 2b. To what extent has this goal been met?

(no label)

Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We will measure the success of collaboration by data from our model teacher website and stakeholder surveys.

During the 2015-2016 school year 89 teachers reported visiting Model Teachers during first semester, 132 visited during second semester. This is an increase of over 200 additional visits from 2015.

In addition to these classroom visits, an additional 193 teachers reported visiting another colleague's (not a Model Teacher) classroom with assistance in scheduling by an instructional or mentor coach.

Teachers who visited another classroom rate the visit as an effective use of their time on average as 4.5 out of 5.

Q10: 3a. Local TLC Goal

We will increase professional development and leadership opportunities for staff.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We will measure the professional growth opportunities by documentation from meetings, PLC time, and TQSA data from Linn-Mar University.

Teachers and Teacher leaders participated in weekly PLC meetings. Documentation from the in-classroom teacher leader positions show teacher leaders were satisfied with the agenda, work, and outcomes of the meetings their building initiatives supported. Teacher leaders holding in-classroom stipend positions rate the effectiveness of their work, on average, as 4.6 out of 5.

Teachers at Linn-Mar also had the ability to choose and participate in four workshops for Professional Development throughout the year as part of our TQSA/Linn-Mar University partnership. Eighty-nine workshops were offered and attended by LM staff through TQSA. 227 teachers attended four or more workshops during the 2015-2016 school year for professional development. These workshops were held after school. Workshops were taught by teacher leaders, or classroom teachers. Workshops were open to all K-12 staff and were optional.

In addition to these professional development opportunities, two recertification courses were offered in summer of 2015, and 2016.

Enrollment for the two summer courses was:

~Student Engagement- 9 teachers

~Diverse Learners-24 teachers

During the summer of 2016, two more courses are being offered.

Enrollment for those courses is currently at:

~Engagement Strategies to Increase Student Learning- 11 participants

~Collaborative & Proactive Solutions to Help Students with Challenging Behaviors- 10 participants.

Q13: 4a. Local TLC Goal

Teacher leadership will improve instruction and increase student achievement.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We will measure the impact on student achievement and the effectiveness the TLC Plan by Iowa Assessments; MAP

Impact of TLC Plan - 2015-2016

data; Gallup Poll Survey; Iowa Youth Survey; Stakeholder surveys (2-3 times per year); Various summative and formative assessments; PBIS data, and feedback from parents, teachers, and administrators.

Data to Support Increased Student Achievement

1.- Iowa Assessments

This measure supports our effort and intent to improve instruction and increase student achievement in reading, math, and science.

During the 2015-16 school year 82.17 percent of 4th grade students at Linn-Mar were proficient in reading. In math, 87.89 percent of 4th grade students were proficient. In science, 88.6 percent of 4th grade students were proficient. 4th grade students at Linn-Mar increased NSS scores by 13 in reading and by 16 in math from 2015-2016.

At the 8th grade level, 82.75 percent of students were proficient in reading. In Math, 81.84 percent were proficient. In science 86.24 percent of the 8th graders were proficient. 8th grade students increased their reading NSS scores by 21 and their math NSS scores by 22 during the 2015-2016 school year.

84.75 percent of 11th grade students at Linn-Mar were proficient in reading. 89.11 percent of 11th graders were proficient in math, and 88.89 percent of 11th graders were proficient in science. 11th grade students increased by 11 on their NSS scores in math but went down in reading by -.9.

The Iowa Assessment proficiency data and NSS scores show Linn-Mar students scoring higher than the average national scores. Since the NSS scores show the growth from 2015-2016 we see the impact of coaches, coaching teachers to improve direct instruction, which in turn impacted student learning.

2- MAPS (NWEA)

This measure supports our effort and intent to improve instruction and increase student achievement in reading and math. This test is given three times a year in grades second through eighth, and tenth. That data we are reporting shows the percentage of students meeting or exceeding growth targets in math and reading on the spring assessment. This year Linn-Mar is transitioning to the 2015 Comparative Data to Inform Instructional Decisions. In using these new norms, some of the percentages of students meeting or exceeding growth targets in lower than the 2014-2015 data we shared on last year's report. One piece of data that remained comparable for Linn-Mar over the 2015-2016 school year is the mean RIT scores. We have included them for all grade levels in math and reading.

Math:

- 46% of Grade 2 students met or exceeded growth targets in Math. This group of 510 students grew 13.5 from fall of 2015 to spring of 2016. The 2nd grade mean RIT score increased by .1.
- 53% of Grade 3 students met or exceeded growth targets in Math. This group of 552 students grew 11.7 from fall of 2015 to spring of 2016. The 3rd grade mean RIT score decreased by .5.
- 52% of Grade 4 students met or exceeded growth targets in Math. This group of 564 students grew 10.8 from fall of 2015 to spring of 2016. The 4th grade mean RIT score decreased by 2.7.
- 57% of Grade 5 students met or exceeded growth targets in Math. This group of 534 students grew 10.7 from fall of 2015 to spring of 2016. The 5th grade mean RIT score decreased by .3.
- 44% of Grade 6 students met or exceeded growth targets in Math. This group of 547 students grew an average of 6.6 from fall of 2015 to spring of 2016. The 6th grade mean RIT score decreased.6.
- 46% of Grade 7 students met or exceeded growth targets in Math. This group of 569 students grew 4.8 from fall of 2015 to spring of 2016. The 7th grade mean RIT score increased by .6.
- 48% of Grade 8 students met or exceeded growth targets in Math. This group of 522 students grew 4.3 from fall of 2015 to spring of 2016. The 8th grade mean RIT score increased by 1.1.
- 58% of Grade 10 students met or exceeded growth targets in Math. This group of 461 students grew 2.9 from fall of 2015 to spring of 2016. The 10th grade mean RIT score decreased by 1.7

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2015 to spring of 2016. The 10th grade mean RIT score decreased by .7.

Reading:

- 49% of Grade 2 students met or exceeded growth targets in Reading. This group of 511 students grew 12.5 from fall of 2015 to spring of 2016. The 2nd grade mean RIT score increased by .4.
- 54% of Grade 3 students met or exceeded growth targets in Reading. This group of 554 students grew 9.3 from fall of 2015 to spring of 2016. The 3rd grade mean RIT score decreased by .5.
- 53% of Grade 4 students met or exceeded growth targets in Reading. This group of 564 students grew 7.5 from fall of 2015 to spring of 2016. The 4th grade mean RIT score decreased by .4.
- 45% of Grade 5 students met or exceeded growth targets in Reading. This group of 531 students grew 5.1 from fall of 2015 to spring of 2016. The 5th grade mean RIT score decreased by .1.
- 50% of Grade 6 students met or exceeded growth targets in Reading. This group of 568 students grew 4.6 from fall of 2015 to spring of 2016. The 6th grade mean RIT score increased by .4.
- 52% of Grade 7 students met or exceeded growth targets in Reading. This group of 572 students grew 4.1 from fall of 2015 to spring of 2016. The 7th grade mean RIT score increased by .4.
- 52% of Grade 8 students met or exceeded growth targets in Reading. This group of 522 students grew 2.7 from fall of 2015 to spring of 2016. The 8th grade mean RIT score increased by .6.
- 56% of Grade 10 students met or exceeded growth targets in Reading. This group of 439 students grew 1.5 from fall of 2015 to spring of 2016. The 10th grade mean RIT score decreased by .7.

3- Gallup Poll Survey

The Gallup Student Poll, was a twenty-question survey that measured hope, engagement and well-being in 2013. This data was used to help us write part 8 of the grant application. The Gallup Student Poll now measures engagement, hope, entrepreneurial aspiration, and career/financial literacy of students grades 5-12. This survey was given to Linn-Mar students in 5th, 7th, and 10th grade in the fall of 2015. Even though the survey questions/statements from 2013 and 2015 are different, we have done the best to line up our data comparatively. In 2013 we looked at engagement and well-being. Well-being is not part of the 2015 survey.

69% of students in 2013 time were hopeful. Students had the drive to pursue academic achievement and other goals. Although the questions are slightly different for the 2015 data, 57% of Linn-Mar students are hopeful and have idea and energy about the future. The grand mean score for Linn-Mar students in 2015 was 4.37. This is .12 above the U.S. overall grand mean score of 4.25. The lead statement on the hope portion of the survey states, "I know I will graduate from high school." Linn-Mar's grand mean data for this statement was 4.75 in 2013 and 2015. This is .06 above the U.S. overall grand mean score, and remained the same even with two years difference, and with different students taking the survey. In the hope category 4.13 of the Linn-Mar students stated that they could find many ways to handle problems, as well as 4.50 of Linn-Mar students know they will find a good job in the future. These statements are .1 and .03 higher than in 2013.

Similarly 71% of students were engaged, and exhibited enthusiasm for school, and worked hard to participate in the things they excelled in. In 2015, 65% of Linn-Mar students are engaged and involved in school. Linn-Mar's engagement grand mean was 4.16 and the United States overall mean was 3.90. Two other key statements in the engagement category, highlight, students hearing positive feedback recently, and students having a teacher who makes them excited about the future. These statements show data that is higher in 2015 than in 2013 by .22. These statements are a real credit to the teachers at Linn-Mar Schools who have contributed to the engagement of students. Overall Linn-Mar students are showing hope for the future, and are exhibiting enthusiasm and engagement for school at a higher level than other U.S. peers who have taken this survey.

4- Iowa Youth Survey

This survey was given in the fall of 2014 and will be repeated in the fall of 2016. We shared our 2014 data with you on the 2014-15 report.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

We will measure the effectiveness of our TLC Program at Linn-Mar.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

In surveying our stakeholders over the course of the year we saw the number of staff working with teachers and initiatives within our Teacher Leadership Program holding steady. In a survey distributed during the week of May 16, 2016, 456 of our 524 certified staff responded to the survey. This was up from 399 respondents from a similar survey in 2015.

Findings of this year's survey are as follows:

- 82% of respondents reported that they have worked with an Instructional Coach during first semester, 86% during second semester.
- 78% of respondents reported that they have worked with a Technology Integration Coach during first semester, 86% during second semester.
- 100% of first/second year teacher respondents agree or strongly agree that the Mentor Program is effective.
- Teacher leaders holding in-classroom stipend positions rate the effectiveness of their work, on average, as 4.6 out of 5.

This data confirms that after two years of implementation teachers are utilizing the various positions, resources, and individuals of the plan and we have effective implementation. Model teacher visits are up by 200 from year 1 to year 2. Increased collaboration, coaching, and professional development opportunities are impacting the work teachers are doing with has impacted how our students are learning.

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Based on the data results some changes we are considering are pushing for teacher to complete required coaching cycles with instructional coaches: one per teacher per year at a minimum. We are looking at strongly encouraging and/or requiring model teacher visits. We are happy with an increase of 200 visits, but would love to see that number rise closer to our 524 staff. In addition to these changes, we would like to see more teachers take advantage of the TQSA workshops and professional development opportunities offered by our teacher leaders.

We know we will be adding MTSS leaders to all 7 elementary schools and the 2 middle schools in the fall. We also plan to add technology team leaders to the middle and high school buildings. We will officially submit these changes via the plan change form on the DE website for the 2016-17 year.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

We have provided links to evidence and data that we feel captures the success and learning while implementing Leadership at Linn-Mar.

<http://www.linnmar.k12.ia.us/tlp/15-16%20TL%20data.pdf>

<http://lmlionleaders.blogspot.com/2016/05/using-video-to-impr>

<http://lmlionleaders.blogspot.com/2015/12/green-screens-help-teachers-provide.html>

<http://lmlionleaders.blogspot.com/2015/11/coaching-with-coaches.html>

http://lmlionleaders.blogspot.com/2015_10_01_archive.html

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.